DOCUMENT RESUME

ED 169 002 SP 013 996

TITLE	The Use of Higher Level Questions (Module 2). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Cognitive Processes; Inquiry Training; *Inservice Teacher Education; *Instructional Materials; *Learning Modules; *Questioning Techniques; Teaching Methods

ABSTRACT

The learning module described is designed for preservice and inservice classroom teachers interested in improving their questioning skills. It may be used by teachers at all grade levels. The scope and content of the module are outlined, and the activities and resources involved in its use are described. A critique of the module and ordering information are also included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169002

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: THE USE OF HIGHER LEVEL QUESTIONS (Module 2)

Publication Date(s): Copyright, 1973

Intended Users: Preservice and inservice classroom teachers interested in improving their questioning skills

Grade Level(s): All levels

Number: Class-sized group

Primary Focus: Aiding the teacher's use of types of questions that help develop children's ability to think is the primary focus of the product.

School subject(s) and/or in-service topic(s) covered:

Development of higher level questions, with emphasis on six types of questions: knowledge, comprehension, application, analysis, synthesis and evaluation are the in-service topics covered.

What participant does in using the materials:

The user lists and defines each of six levels of Bloom's cognitive domain and composes questions on each level in a given area.
The user takes assessment test on Objective II of module
The user prepares videotaped lecture -- discussion level
The user may need to do exercises in Learning Alternatives section, depending on his/her assessment score.

Resources: Materials required include:
Module 2;
A classroom;
Minicourse No. 9, "Higher Cognitive Questioning" (Far West Lab) not supplied; and a
Film, "Levels of Questioning" (Far West Lab) with manual.
(See 5.3 for ordering instructions for minicourse and film.)

Describer critique:

The product is clearly written, free of educational jargon. It is well organized and addresses a timely need. It represents a general overview and would require additional background information/activities to form a complete training program for teachers.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP013 176

B. In-Depth Information

1.0 PURPOSES:

The stated purpose of the product is: "To increase the proportion of teacher questions which require the pupil to use higher cognitive processes."

This material seeks to emphasize higher cognitive questions aimed at making pupils engage in more complex thinking. Hence, open-ended questions and how to ask them are subjects stressed therein.

Another purpose is to improve teachers' skills in helping pupils give good answers to the higher cognitive questions.

The material provides teachers with techniques to increase their awareness or purpose in asking higher cognitive questions.

2.0 CONTENT — Scope and Sequencing of Topics:

The implementation module contains a five-page Instruction Booklet, a two-page assessment booklet, a five-page introduction, and a ½ page bibliography.

This booklet is designed to be used as the second module in a diagnostic/prescriptive sequence developed by the Teachers Corps of the State University College at Buffalo.

Two sub-topics are treated:

1) Questions which require recall of factual information by the pupil; and
2) Questions which require the pupil to use or minipulate this factual information in some way.

A brief bibliography is included.

Although the developer intends the module to be used in a series, it also could be used as a self-contained unit if adapted by a program coordinator.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities: Developers state that the participant:

- Reads the pamphlet and introduction (11 pages);
- Lists and defines each of the six levels of Bloom's cognitive domain;
- Composes a question on each level;
- Achieves a score of at least 50% on the assessment instrument for Objective II of the module; and
- Prepares and implements a ten-minute videotaped lecture discussion lesson.

3.2 Help given in use of product:

A three-page description of Learning Alternatives is provided, but none of the tapes or manuals referred to are supplied.

A bibliography is provided.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

A pre-assessment instrument of one page is provided for Module Objectives I and II. These tests are administered by the participant him/herself. In addition, there is an assessment midway in the module. In this assessment, a participant must score at least 50% on a series of self-designed questions.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A classroom is needed, as is a videotape recorder for participants' videotaped series of questions.
Tapes and a manual referred to in "Learning Alternatives" are required, but not supplied with the module (See 5.3).
A program coordinator is needed to make administrative/organizational arrangements.

5.2 Distributor name/address:

Booklet is purchased from:
State University College of Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

(716) 862-5012

Additional components (minicourses)
Macmillan Educational Services
School Division, Front & Brown Streets
Riverside, New Jersey (609) 461-6500

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
THE USE OF HIGHER LEVEL QUESTIONS				
1 booklet	$1.00	No	1/participant	If reproduced
Learning Alternatives (3 pages) - does not include the following required components:				
a) film, "Levels of Questioning" and manual (part of minicourse #1)	price not known			
b) mini-course #9, "Higher Cognitive Questioning" (6 16 mm. color films, with teacher's handbook and coordinator's handbook). Both minicourses developed by Far West Lab available from MacMillan.	$1,145	6 wks/$175		
c) Also, the protocol materials on the same subject developed by: School of Education Indiana University Bloomington, Indiana (812) 337-0238	price not known			

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developers are William Licata and Lewis Sinatra, of the Teachers Corps of the State University of New York at Buffalo. John A. Masla, Associate Dean of the College of Education, Ohio State University, is listed as the co-developer.

6.2 How developed and when:

Licata, Sinatra and Masla all collaborated in 1972-73 to develop a framework for the teacher training materials designed by Far West Lab (i.e., minicourse on higher level questioning) and University of Indiana (i.e., protocol materials on the same topic).

6.3 Evidence of effectiveness with users:

The product was field tested on up to 200 teachers in the Buffalo area. The positive feedback from users underscored the validity and usefulness of the product as an inservice training program.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The need to make teachers ask more "thought" questions is addressed in this product. The product does make the participant aware of such skills, particularly with the use of the materials developed by the Far West Lab and Indiana University.

The material is adaptable for administrators. It is clearly worded and easy to use, but requires the synthesis of all the components by an instructor to present as a complete training program.

Content accuracy/social fairness/community acceptance issues:

Content appears to be accurate. No ethnic or social or sexual bias is shown. No controversial content is apparent.

Overall summary/comment:

The main strength of the product lies in its simplicity and readability. An instructor would need to review the various components (Buffalo Teacher Corps module and materials from Far West Lab, Indiana University) prior to use, to ensure the proper sequential order of the components. To enhance the effectiveness of this module, one ought to consider using the entire Buffalo series on building generic competencies, so that groups of teachers could benefit from the resultant continuing inservice training program.